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BUELLESFIELD

Why Teachers Fail

Education

A. M.

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WHY TEACHERS FAIL

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BY

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A. B. University of Illinois, 1906

THESIS

Submitted in Partial Fulfillment of the Requirements for the

Degree of

MASTER OF ARTS

IN EDUCATION

IN

THE GRADUATE SCHOOL

OF THE

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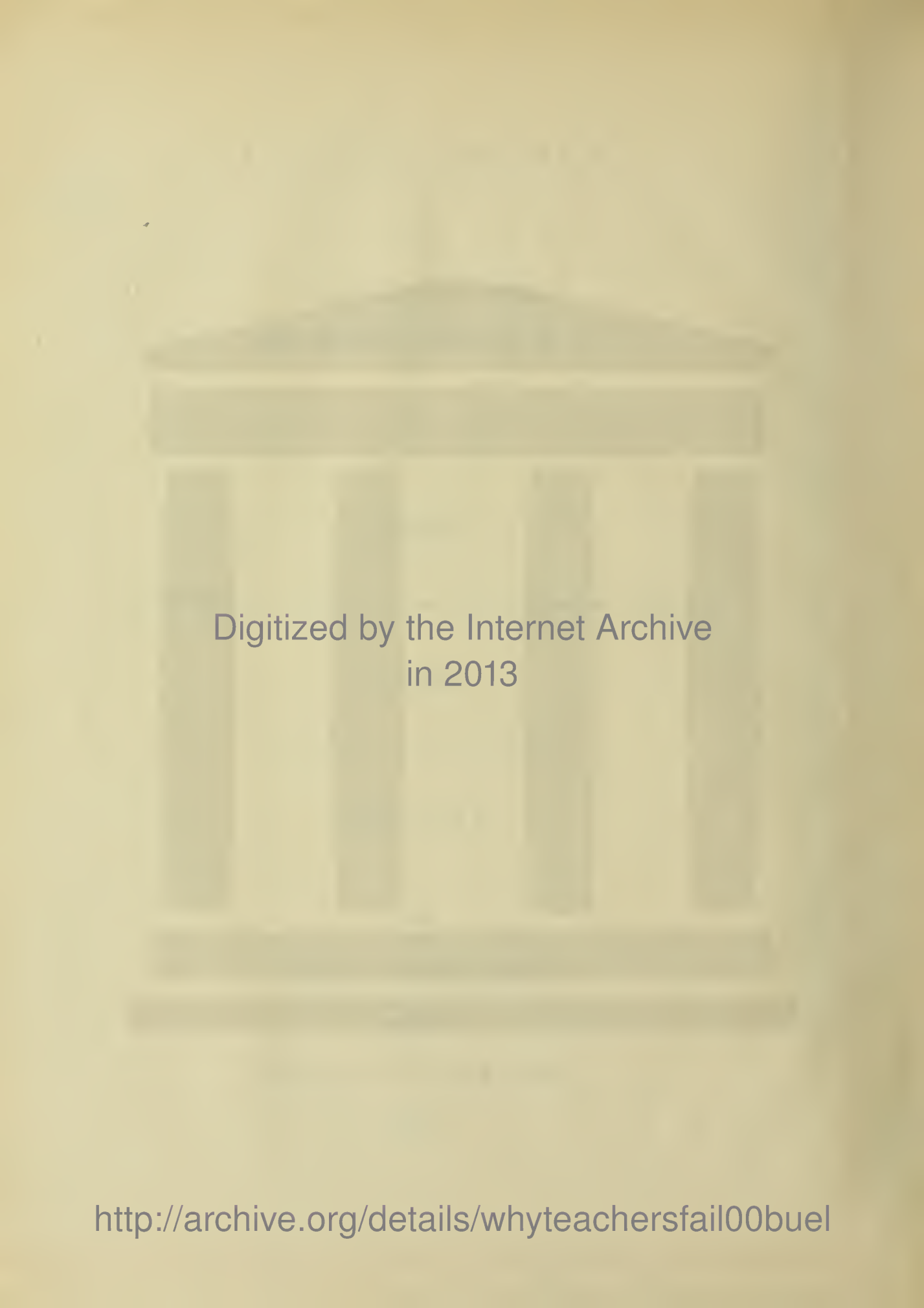
1914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During the winter of 1913-14, the writer sent out the following letter and questionnaire:

"Dear Sir and Co-worker:-

In the interest of scientific research in education I am sending the enclosed questionnaire to a large number of schoolmen. The problem of why teachers fail is of perennial importance. No satisfactory scheme can be devised for the improvement of teachers in service until we have a thoroughly trustworthy study of the causes of failure. Then we shall have some measure of the amount of attention that should be given to each of the qualities. Moreover, such a study may enable us to fix responsibility for the failures.

I hope, therefore, that you will find it convenient to assist me in carrying forward this investigation by answering the questions listed upon the enclosed sheets.

Yours very truly,

Henry Buellesfield

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DEPARTMENT OF EDUCATION

- O -

U N I V E R S I T Y O F I L L I N O I S

Will you kindly supply us with the information indicated below concerning the teachers in your corps who have failed during the last two years?

I. Number of teachers in your corps - - - - - - - - - - - -

II. Positions held by the failures:

1. Teacher in what grade - - - - - - - - - - - - -

2. Number of years in the grade - - - - - - - - - - - -

3. Teacher of what subject - - - - - - - - - - - - - -

4. Number of years as teacher of subject- - - - - - -

III. Training of the failures:
(If a graduate mark G)

1. Number of years in high - - - - - - - - - - - - - --

2. " " " " academy- - - - - - - - - - - - --

3. " " " " normal school- - - - - - - - --

4. " " " " college- - - - - - - - - - - --

5. " " " " university - - - - - - - - - --

IV. Causes of failure:

Mark those causes that are responsible for each failure in their order of importance as determining failure. The one that is most responsible for the failure, mark 1; the next in importance, mark 2, and so on. In each case indicate the sex of the teacher; Sex M - men W - women

	M	M	W	W	W	W
1. Deficient in scholarship						
2. Weak in discipline						
3. Poor methods (Specify, if possible)						
4. Daily preparation insufficient						
5. Lacked industry						
6. Lacked judgment						
7. Lacked sympathy						
8. Too nervous						
9. Too immature						
10. Could not control temper						
11. Deceitful						
12. Too frivolous						
13. Attended places of questionable amusement						
14. Had too many outside interests						
15. Deficient in social qualities						
16. Unattractive in appearance						
17. Untidy in dress						
18. Lack of culture and refinement						
19. Wrong religious views (for that community)						
20. Remained too long in the same community						
21. Disloyalty						
22. Immoral						
23. Poor health						
24. Uninterested in the work of teaching						
25. Unprofessional attitudes (Specify, if possible)						

The above request was sent to three hundred schoolmen in the various parts of the United States, especially to superintendents of city schools. No supervisor was included who had more than one thousand nor less than eight teachers under his supervision. One hundred forty replies were received from that number of different school systems. No report came from any educational institution employing more than two hundred twenty-five and only a few from schools enrolling more than one hundred teachers. In general, the smaller schools responded more freely than the larger ones.

Five out of the one hundred forty replying, or 3.57%, did not have a definite idea of the meaning of the term "failure". This is a small per cent, to be sure, but why should anyone's mind be hazy in regard to the significance of that word? When applied to other vocations there is no vagueness in the minds of people in regard to what the term denotes. A groceryman breaks up in business; a bank is compelled to close its doors; the income on a farm does not cover the cost of production and the owner is forced to sell it. By common consent the merchant, the banker and the farmer are said to have failed. A man is a failure in any undertaking when he falls so far short of doing the thing he purposes to do, that he is no longer able to continue his work, or, to use a commonplace expression, "is put out of business".

To be successful a man must be able to adapt himself to the conditions with which he is confronted, or he must have the power to adapt the conditions to himself. If he does neither, he is doomed to failure. No absolute standard can be fixed that people

in any calling can be expected to measure up to. Success or failure is relative and is dependent upon conditions and circumstances. When a teacher does not measure up to the requirements of a community to the extent that he is dismissed during or at the end of the school term, he has failed, although the school board has had recourse to the milder method of asking or hinting at resignation. This criterion schoolmen accept, our correspondents included, as is indicated by their reports.

Of the one hundred forty reports twenty-four had to be rejected. The remaining 116 represented that many schools systems, employing 4848 teachers and had during the two years 270 who failed. This would be 135 a year or 2.77%.

The following table gives the failures grouped according to the number of teachers in the corps:

Table I.

No. of Teachers in School	No. of Schools	Total No. of Teachers	No. of Failures in 2 yrs.	No. of Failures in 1 yr.	Per cent of Failures.
9	1	9	1	.5	.0555
10	1	10	3	1.5	.1500
11	1	11	1	.5	.0405
12	2	24	2	1.0	.0416
13	2	26	4	2.0	.0715
15	3	45	10	5.0	.1111
16	3	48	4	2.0	.0416
18	5	90	14	7.0	.0777
19	5	95	13	6.5	.0684
20	3	60	6	3.0	.0500
21	4	84	6	3.0	.0357
23	1	23	2	1.0	.0434
24	2	48	1	.5	.0104
25	1	25	2	1.0	.0400
26	6	156	13	6.5	.0416
27	1	27	2	1.0	.0370
28	4	112	6	3.0	.0267
29	1	29	5	2.5	.0862
30	6	180	14	7.0	.0388
31	3	93	8	4.0	.0430
32	3	96	7	3.5	.0364
34	3	102	6	3.0	.0294
35	1	35	0	0.0	.0000
36	3	108	5	2.5	.0231

Table I. Continued.

No. of Teachers in School	No. of Schools	Total No. of Teachers	No. of Failures in 2 yrs.	No. of Failures in 1 yr.	Per cent of Failures.
37	2	74	0	0.0	.0000
38	2	76	9	4.5	.0592
39	3	117	12	6.0	.0512
40	2	80	7	3.5	.0437
42	2	84	6	3.0	.0375
44	2	88	2	1.0	.0113
45	4	180	12	6.0	.0333
48	2	96	5	2.5	.0231
49	1	49	6	3.0	.0612
50	3	150	10	5.0	.0333
54	2	108	5	2.5	.0231
55	1	55	1	0.5	.0090
56	2	112	2	1.0	.0089
60	1	60	2	1.0	.0166
61	2	122	2	1.0	.0083
63	1	63	6	3.0	.0476
64	3	192	7	3.5	.0182
65	2	130	12	6.0	.0461
68	1	68	3	1.5	.0220
70	1	70	3	1.5	.0214
74	1	74	1	0.5	.0067
75	1	75	2	1.0	.0133
76	1	76	2	1.0	.0131
80	1	80	2	1.0	.0125
83	1	83	1	0.5	.0060
100	1	100	2	1.0	.0100
106	1	106	1	0.5	.0048
110	1	110	1	0.5	.0045
133	1	133	3	1.5	.0112
150	1	150	0	0.0	.0000
152	2	306	5	2.5	.0081
155	1	155	3	1.5	.0096
225	Country	225	10	5.0	.0222

Table II.

Distribution of failures according to number of teachers employed. Schools grouped.

No.of Teachers	No.of Schools	Total No. of Teachers	No. of Failures in 2 yrs.	No. of Failures in 1 yr.	Per cent of Failures.
9- 19	18	253	39	19.5	.0770
19- 29	27	630	51	25.5	.0405
29- 39	24	793	54	27.	.0340
39- 49	15	645	44	22.	.0340
49- 59	8	474	24	12.	.0253
59-109	18	1217	46	23.	.0189
109-159	6	854	12	6.	.0070
9-159	116	4866	270	135.0	.0277

In the above tables the rate per cent is calculated with the number of failures for one year as the percentage and the whole

number of teachers employed by the schools of the same size reporting.

From Table I, it can be seen that in general, the per cent of failures varies inversely with the number of teachers employed. The exceptions are due to an insufficient number of schools reporting, so that a school with an unusually large or small number of failures unduly affects the rate. This difficulty is practically removed by grouping the schools as in Table II.

Careful selection of teachers was given by a number of correspondents as the reason for having few or no failures. This is probably generally accepted as the greatest factor in reducing this number. Since the larger the city the more the choice of teachers is left in the hands of the superintendent, who by virtue of his education and experience is a better judge of who "will make good" in the schoolroom, it stands to reason that the largest schools, as the table shows, should have the smallest number of failures.

Table III

The distribution of failures in elementary schools according to sex and number of teachers employed.

(1) No. of T'chers in School	(2) No. of Men Failures	(3) No. of Women Failures	(4) Total No. of Failures	(5) Men Failures Per C. of Sex	(6) Men F's Per C. of G'd T'l	(7) Women Failures Per C. of Sex	(8) Women F'S Per C. of G'd Total
9		1	1			.72-	.62
10		2	2			1.44-	1.24
11		1	1			.72-	.62
12		1	1			.72-	.62
13		1	1			.72-	.62
16	1	2	3	4.54-	.62	1.44-	1.24
18	1	11	12	4.54-	.62	7.92-	6.82
19		7	7			5.04-	4.34
20		3	3			2.16-	1.86
21		2	2			1.44-	1.24
24		1	1			.72-	.62
26		10	10			7.20-	6.20
27		1	1			.72-	.62
28		4	4			2.88-	2.48
29	1	4	5	4.54-	.62	2.88-	3.10
30	3	9	12	13.62-	1.86	6.48-	5.58
31	2	3	5	9.08-	1.24	2.16-	1.86
32		6	6			4.32-	3.72
34	1	5	6	4.54-	.62	3.60-	3.10
36	2	1	3	9.08-	1.24	.72-	.62
38	3	2	5	13.62-	1.86	1.44-	1.24
39		3	3			2.16-	1.86
40		4	4			2.88-	2.48
42		3	3			2.16-	1.86
44		1	1			.72-	.62
45	1	2	3	4.54-	.62	1.44-	1.24
48		4	4			2.88-	2.48
50		5	5			3.60-	3.10
53	1	1	2	4.54-	.62	.72-	.62
54		1	1			.72-	.62
55		2	2			1.44-	1.24
56		1	1			.72-	.62
61	1	1	2	4.54-	.62	.72-	.62
64	3		3	13.62-	1.86		
65		8	8			5.76-	4.96
68	1	1	2	4.54-	.62	.72-	.62
70		3	3			2.16-	1.86
74		1	1			.72-	.62
75		1	1			.72-	.62
76		2	2			1.44-	1.24
83		1	1			.72-	.62
100		1	1			.72-	.62
110	1	4	5	4.54-	.62	2.88-	2.48
133		1	1			.72-	.62
149		5	5			3.60-	3.10
152		3	3			2.16-	1.86
155		3	3			2.16-	1.86
Grand Total	22	139	161		13.66		86.33

In the above table, column (1) gives the number of teachers employed in the schools that reported failures. As can be seen from table I, as many as six schools of the same size reported. Not all of the consecutive numbers are represented, because some of the schools did not report at all, some reported no failures, and no effort was made to have schools of all sizes represented. Column (5) gives the percent that the men failing in the different schools is of the whole number of failures; e.g. in schools employing 16 teachers 1 man failed, which is 4.54% of 22, the whole number of men failing, and .62% of 161, the whole number of men and women failing. Columns (7) and (8) state the per cent of women relative to the same fact. This table indicates that with reference to the distribution of failures there is no correlation between sex and the number of teachers employed in a school. In the elementary schools as a whole, however, the men seem to have slightly the advantage of the women. Of all the failures in the grades the former numbered 13.86% and the latter 86.34%. Of course, no definite conclusion can be based on this fact alone, since we do not know the number employed of each sex. But in the North Central States# the section from which most of the reports were received, 18.6% of the grade teachers were men and 81.4% women. While the ratio of grade teachers employed in the above schools may not be the same, there is not likely to be enough difference to invalidate the conclusion that a relatively smaller per cent of men than of women fails in the grades.

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Table IV.

Schools Grouped.

(1) No. of T'chers in School	(2) No. of Men Failures	(3) No. of Women Failures	(4) Total No. of Failures	(5) Men Failures Per C. of Sex	(6) Men Failures Per C. of Gr'd T'l	(7) Women Failures Per C. of Sex	(8) Women Failures Per C. of Gr'd T'l.
9-19	2	19	21	9.08	1.24	13.68	11.78
19-29		28	28			20.16	17.36
29-39	12	30	42	54.48	7.44	21.60	18.60
39-49	1	17	18	4.54	.62	12.24	10.54
49-59	1	10	11	4.54	.62	7.20	6.20
59-69	5	10	15	22.70	3.10	7.20	6.20
69-79		7	7			5.04	4.34
79-89		1	1			.72	.62
89-	1	17	18	4.54	.62	12.24	10.54
Grand Total	22	139	161		13.66		86.34

Table IV gives the schools in groups covering ten consecutive sizes, except the last group, which includes all enrolling more than eighty-nine teachers. A glance at this table will show that more teachers fail in schools employing from twenty-nine to thirty-nine teachers than in any other group. More than one-half of the men failures fall within this group. That this is not due to the number of teachers represented is shown by table II.

Table V.

The distribution of failures in the high school according to sex and the number of teachers employed.

(1) No. of T'chers in School	(2) No. of Men Failures	(3) No. of Women Failures	(4) Total No. of Failures	(5) Men Failures Per C. of Sex	(6) Men Failures Per C. of Gr'd T'l	(7) Women Failures Per C. of Sex	(8) Women Failures Per C. of Gr'd T'l.
10		1	1			2.44	1.19
12		1	1			2.44	1.19
13		3	3			7.32	3.57
15		7	7			17.08	8.33
16	1		1	2.33	1.19		
18	4	2	6	9.32	4.76	4.88	2.38
19		4	4			9.76	4.76
20	2	1	3	4.66	2.38	2.44	1.19
21		1	1			2.44	1.19
23	2	1	3	4.66	2.38	2.44	1.19
25	1	1	2	2.33	1.19	2.44	1.19
26	1	3	4	2.33	1.19	7.32	3.57
27		1	1			2.44	1.19
28	1	1	2	2.33	1.19	4.88	2.38
30	1		1	2.33	1.19		
31	2	1	3	4.66	2.38	2.44	1.19
32	1		1	2.33	1.19		
36		2	2			4.88	2.38
38	2		2	4.66	2.38		
39	5	2	7	11.65	5.95	4.88	2.38
40	2	1	3	4.66	2.38	2.44	1.19
42	2	1	3	4.66	2.38	2.44	1.19
44	1		1	2.33	1.19		
48	1		1	2.33	1.19		
50	2		2	4.66	2.38		
53	2		2	4.66	2.38		
54	1	1	2	2.33	1.19	2.44	1.19
56	1		1	2.33	1.19		
64	1		1	2.33	1.19		
65	3	1	4	6.99	3.57	2.44	1.19
68		1	1			2.44	1.19
75		1	1			2.44	1.19
80	1		1	2.33	1.19		
100	1		1	2.33	1.19		
133	2		2	4.66	2.38		
149		3	3			7.32	3.57
Grand Total	43	41	84		51.19		48.81

Table VI.

Schools Grouped.

(1) No. of T'chers in School	(2) No. of Men Failures	(3) No. of Women Failures	(4) Total No. of Failures	(5) Men Failures Per C. of Sex	(6) Men Failures Per C. of Gr'd T'l	(7) Women Failures Per C. of Sex	(8) Women Failures Per C. of Gr'd T'l.
9-19	5	14	19	11.65	5.95	34.16	16.66
19-29	7	13	20	16.31	8.33	31.75	15.47
29-39	6	3	9	13.98	7.14	7.32	3.57
39-49	11	4	15	25.63	13.09	9.76	4.76
49-59	6	1	7	13.98	7.14	2.44	1.19
59-69	4	2	6	9.32	4.76	4.88	2.38
69-79		1	1			2.44	1.19
79-89	1		1	2.33	1.19		
89-	3	3	6	6.99	3.57	7.32	3.57
Grand Total	43	41	84		51.19		48.81

The above tables are arranged like III and IV, except that they deal with the high school. Column (1), however, does not give the number of teachers employed in the high schools but the entire number of teachers in the schools. Our reports do not give data in regard to the number of teachers that are elementary and those that are secondary. According to table V, 51.19% of the failures in the high schools are men and 48.81% women. The secondary schools of this section of the United States# enroll 55% women and 45% men teachers. In the high school, therefore, the women seem to have the better of the men, although not very decidedly. This condition might well be expected. To be sure, all vocations and avocations are alike open to both sexes. Still, of the women inclined toward intellectual pursuits the vast majority have always entered the teaching profession, whereas the ministry, medicine, the law, the commercial world, and various other occupations that call for the use of mental power more than of muscle have ever drawn heavily on the supply of masculine brain. Brain, like any other commodity,

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tends to drift into the dearest market, and since the teaching profession pays less than any other professions and leading vocations, the schoolroom, and especially the high school, serves as a stepping stone for a large number of teachers. Then, too, the grades serve as a training school for women who later teach in secondary schools. This is not so much the case with men, since there are comparatively few of them in the grades. For these reasons there are relatively more inexperienced men than women in the high school, and lack of experience, as we shall see later, is a great pitfall to teachers.

Table VII.

The distribution of failures in the elementary schools, according to sex, experience, and the grade taught.

MEN.

Grade	No. of Failures	Range of Failures	Median	Average	Rank
I.					
II.					
III.					
IV.	1	4	4	4	4
V.	1	4	4	4	4
VI.	4	½-12	5.5	5.87	2
VII.	1	3	3	3	4
VIII.	4	1-4	1.6	1.5	2
Ward Prin.	7	1-8	2.1	2.35	1
Total	18	½-12	2	3.16	

WOMEN.

I.	14	1-20	5	8.71	6
II.	20	1-30	3.3	6.00	2
III.	17	¾- 7	2	2.57	3
IV.	17	½- 8	2.4	2.99	3
V.	21	1-10	2	3.33	1
VI.	14	½-42	2.75	4.96	6
VII.	15	½-10	1.14	2.15	5
VIII.	9	1- 8	2.4	2.55	8
Total	127	½-42	2.36	3.81	

MEN and WOMEN.

					Per Cent of Gr'd T'l Failures	Rank.
I.	14	1-20	5	8.71	9.65	7
II.	20	1-30	3	6.00	13.79	2
III.	17	¾- 7	1.5	2.57	11.72	5
IV.	18	½- 8	2.4	2.99	12.41	3
V.	22	1-10	2.33	3.36	15.17	1
VI.	18	½-42	2.5	5.17	12.41	3
VII.	16	½-10	1.28	2.2	11.03	6
VIII.	13	1- 8	2.25	2.23	8.96	8
W'd Prin.	7	1- 8	2.1	2.35	4.83	9
	145	½-42	2.36	3.66		

In the above table range means the compass between the two extremes of the failures, for instance, the range of one-half to twelve means that the failures had from one-half to twelve years of experience. The median is the number of years of experience above and below which is the same number of failures.

The medians in the above table are fairly close to the averages, which furnishes internal evidence that the failures reported are typical. The difference in the two factors is largely due to the few who failed after long years of experience. Dropping the oldest teacher from the men failures the average is reduced to two and fifty-hundredths and the median is raised to two and twenty-one hundredths, a small variation. Removing the seven oldest teachers among the women failures the average of experience drops to two and ninety-seven hundredths and the median rises to two and forty-eight hundredths and the average two and thirty-eight hundredths. This is nearly an agreement of the two factors.

From table VII we may conclude that sex has very little, if anything, to do with the number of years of experience had by the failures but it seems to make a difference in regard to the grade taught. Only two men were reported as having failed below the sixth grade and only seven below the eighth. This is largely due, of course, to the fact that comparatively few men enter the lower grades. At all events, it is easy to see that the men are gradually deserting the elementary schools.

The fifth grade ranks first in the number of failures. This fact supports the generally accepted notion that No. 5 is hard to teach. The second grade comes next in order. The fewest failures are among the ward principals. This is to be expected since the teachers for that position are selected from the strongest grade

teachers. The ward principal, however, nearly always teaches one of the higher grades, generally the eighth. For this reason the number of eighth grade failures is too small. The proper apportionment would, no doubt, give the eighth a greater number of failures than the first, and the latter would rank lowest in the scale of failures. These results closely parallel the data obtained by Ruediger and Strayer in their investigation into the Qualities Merit in Teachers#. Looking at the question from the positive side they found that 28% of the best teachers in the grades were found in the first grade and 19% in the eighth, a total of 47% in the two extreme grades. This situation is easily accounted for. School boards and superintendents almost invariably exercise greater care in the selection of teachers for those grades and, as a rule, offer higher salaries to attract stronger teachers to those grades[2]. When school boards and the public in general come to realize that there is no place anywhere in the school for the poor and underpaid teacher conditions will improve.

Table VIII.

The distribution of failures in the high school, according to sex, experience, and subject taught.

MEN

Subject.	No. of Failures	Range	Median	Average	Rank
Latin	3	1- 4	3.	2.66	6
English	4	1-1½	1.17	1.12	5
History	7	1-10	4.	6.	4
Mathematics	9	1-20	2.12	4.11	2
Science	10	½- 2	1.33	1.	1
Man. Tr.	9	½- 7	2.	2.16	2
Dom. Sc.					
German					
	42	½-20	2.99	2.72	

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2 See Article of Ruediger and Strayer above referred to.

Table VIII Cont'd.

WOMEN

Subject.	No. of Failures	Range	Median	Average	Rank
Latin	7	1- 4	1.5	2.	4
English	21	1-10	2.	2.78	1
History	9	1- 3	1.5	1.55	2
Mathematics	8	1- 3	1.5	1.87	3
Science	7	1- 8	1.5	2.42	4
Man. Tr.					
Dom.Sc.	3	2- 3	2.	2.33	6
German	1	20	20.	20.	7
Total	56	1-20	2.35	2.10	

MEN and WOMEN

					Per Cent of Gr'd Total of Failures	Rank
Latin	10	1- 4	2.	2.2	10.20	5
English	25	1-10	2.44	2.40	25.52	1
History	16	1-20	2.60	3.50	16.35	4
Mathematics	17	1-20	2.50	2.82	17.35	2
Science	17	½- 8	1.5	1.73	17.35	2
Man.Tr.	9	½- 7	2.	2.16	8.08	6
Dom. Sc.	3	2- 3	2.	2.38	2.69	7
German	1	20	20.	20.	.90	8
Total	98	½-20	2.25	2.35		

The above table is arranged like table VII. The close agreement between the median and the average is very close throughout the table, except where the average was unduly raised by one or two failures of extremely long experience. For example, removing the oldest failure among the men teachers of mathematics, the average experience of the failures would drop to 2.16 years. Dropping the oldest history failure would reduce the average to 3.67 years. Leaving results as they are, however, the agreement between the medians and the averages in the totals is very striking, thus, proving that the data are typical and reliable.

According to table VIII by far the most failures occur among the teachers of English; Science, Mathematics, History, Latin, Manual Training, Domestic Science, and German follow in the order given, more than one-fourth of all the failures in the high school

being charged to English. These conclusions correspond closely to the results obtained by Boyce in his investigation into the Qualities of Merit in Secondary Teachers#. He found that with reference to the number of poor teachers, the high school subjects come in the following order: Modern Language, English, Science, History, Mathematics and Latin. Our data include only one failure in Modern Language, namely in German, and that teacher had taught for twenty years in the same community and was dropped for that reason. We are, therefore, hardly warranted in making any comparison between the results of the two studies in regard to Modern Language. In regard to the difference in the other subjects it may be said that Boyce's investigation was made on a slightly different basis. In his reports the teachers of an entire corps were ranked in order of their relative merit, those ranked last being regarded as poor teachers. Our correspondents were asked to report the failures. The latter seems to us a more definite standard, for one may not be as good a teacher as some one else in the same corps, and still not be a poor teacher, or one with whose services the community would care to dispense. Then, too, the poorest teacher in one community may be as good or even better than the best in another. But, in general, a failure is a poor teacher, at least, in that particular position. The difference in the basis of investigation may account for the slight difference in the results of the two studies.

One reason for a greater number of teachers failing in English than in Latin is that there are a greater number of them. Another is that the Latin teachers in general have had special training, for hardly ever anyone undertakes to teach Latin, unless he has

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prepared himself for that line of work. Special teachers of various other subjects are often pressed into service as teachers of English. In the third place, Latin is generally taught as a science while English is taught both as a science and an art. The greater range in the subject matter is a fourth reason for English being so much harder to teach. But, probably, the most potent reason is that the public, the school board and superintendent included, are better judges of efficient work in English.

The relative number of men and women failing in the different subjects varies, but no valid conclusion can be based on that fact, since we do not know how many men and how many women are engaged in teaching each subject. It does not seem that sex has anything to do with efficiency in teaching any particular subject, or subjects, since the difference in the number of men and women failing in any one is so small, except in the lines of work peculiarly adapted to one sex or the other, as domestic science to women and and manual training to men. The difference in the failures of English is probably no greater than the difference in the relative number of men and of women teaching the subject.

Table IX.

Distribution of failures on the basis of grade and subject and experience.

	EXPERIENCE.											
Grade.	1	2	3	4	5	6	7	8	9	10	11	12
I.	3 - 2 -	- 2 -	- 1 -	- 1 -	- -	-	-	-	-	-	-	2
II.	6 - 3 -	2 - 3 -	2 -	- -	-	-	1	-	-	-	-	
III.	7 - 3 -	2 - -	- -	- -	-	2	-	-	-	-	2-	
IV.	7 - 5 -	1 - 3 -	- -	- -	-	1	-	-	-	-	-	1
V.	9 - 4 -	6 - 2 -	1 -	- -	-	-	-	-	-	1	-	-
VI.	6 - 4 -	4 - -	1 -	- -	-	2	-	-	-	-	-	1
VII.	9 - 1 -	1 - 3 -	- -	- -	-	1	-	-	-	1	-	-
VIII.	6 - 3 -	1 - 1 -	1 - 1	- -	-	1	-	-	-	1	-	-
K'garten	- -	- 4 -	- -	- -	-	-	-	-	-	-	-	-
Mu.S.Dr.	4 - 2 -	- -	- -	- -	-	-	-	-	-	-	-	-
Ward Prin.	5 - 1 -	- -	- -	- -	-	-	-	1	-	-	-	-
Total.	62	26	19	18	5	2	1	8	1	3	2	4
Per Cent	.38	.16	.12-	.11	.03	.01+	.006+	.05	.006+	.02-	.01+	.025-

Table IX Cont'd.

Grade.	13	14	15	16	17	18	19	20	21	22	23	24	25
I.	-	-	1	-	-	-	-	-	-	-	-	-	
II.	-	1	-	-	-	-	-	1	-	-	-	-	1
III.	-	-	-	-	-	-	-	2	-	-	-	-	
IV.	-	-	-	-	-	-	-	-	-	-	-	-	
V.	-	-	-	-	-	-	-	1	-	-	-	-	
VI.	-	-	-	-	-	-	-	-	-	-	-	-	
VII.	-	-	-	-	-	-	-	-	-	-	-	-	
VIII.	-	-	-	-	-	-	-	1	-	-	-	-	
K'garten	-	-	-	-	-	-	-	-	-	-	-	-	
Mu.S.Dr.	-	-	-	-	-	-	-	-	-	-	-	-	
Ward Prin.	-	-	-	-	-	-	-	-	-	-	-	-	
Total.	0	1	1	0	0	0	0	5	0	0	0	0	1
Per Cent.	.00	.006	.006	.00	.00	.00	.00	.03	.00	.00	.00	.00	.006

Grade.	26	27	28	29	30	Above 30	Total.
I.	-	-	-	-	-	-	12
II.	-	-	-	-	-	-	20
III.	-	-	-	-	1	-	19
IV.	-	-	-	-	-	-	18
V.	-	-	-	-	-	-	24
VI.	-	-	-	-	-	1 -	19
VII.	-	-	-	-	-	-	16
VIII.	-	-	-	-	-	-	16
K'garten	-	-	-	-	-	-	4
Mu,S.Dr.	-	-	-	-	-	-	6
Ward Prin.	-	-	-	-	-	-	7
Total.	0	0	0	0	1	1	161
Per Cent.	.00	.00	.00	.00	.006	.006	

Table X.

Distribution of failures in the high school on the basis of experience and subject taught.

Subject.	1	2	3	4	5	6	7	8	9	10	11	12
English	7 -	3 -	6 -	1 -	-	-	-	1 -	1 -	-	1 -	-
History	4 -	7 -	2 -	1 -	1 -	-	-	-	-	-	-	-
Mathematics	6 -	4 -	4 -	2 -	-	-	-	-	1 -	-	-	-
Science	11 -	3 -	1 -	-	-	-	-	-	1 -	-	-	-
Man.Tr.	5 -	3 -	-	-	-	-	-	1 -	-	-	-	-
Latin	2 -	2 -	2 -	-	-	-	-	-	-	-	-	-
Dom.Sc.	-	2 -	1 -	-	-	-	-	-	-	-	-	-
German	-	-	-	-	-	-	-	-	-	-	-	-
Total	35	24	16	4	1	0	2	3	0	1	0	0
Per Cent	.42-	.28	.19	.05-	.01+	.00	.02+	.03+	.00	.01	.00	.00
G.Total	97	50	35	22	6	2	3	11	1	4	2	4
Per Cent	.39	.20	.14	.09	.024	.008	.012	.045	.004	.016	.008	.016

Table X Cont'd.

Subject.	13	14	15	16	17	18	19	20	21	22	24	25
English	-	-	-	-	-	-	-	-	-	-	-	
History	-	-	-	-	-	-	-	1	-	-	-	
Math.	-	-	-	-	-	-	-	-	-	-	-	
Science	-	-	-	-	-	-	-	-	-	-	-	
Man.Tr.	-	-	-	-	-	-	-	-	-	-	-	
Latin	-	-	-	-	-	-	-	-	-	-	-	
Dom.Sc.	-	-	-	-	-	-	-	-	--	-	-	
German	-	-	-	-	-	-	-	1	-	-	-	
Total	0	0	0	0	0	0	0	2	0	0	0	0
Per Cent	.00	.00	.00	.00	.00	.00	.00	.02	.00	.00	.00	.00
G.Total	0	1	1	0	0	0	0	7	0	0	0	1
Per Cent	.00	.004	.004	.00	.00	.00	.00	.028	.00	.00	.00	.004

Subject.	26	27	28	29	30	Above 30		Total
English	-	-	-	-	-	-	-	20
History	-	-	-	-	-	-	-	16
Math.	-	-	-	-	-	-	-	17
Science	-	-	-	-	-	-	-	16
Man.Tr.	-	-	-	-	-	-	-	9
Latin	-	-	-	-	-	-	-	6
Dom.Sc.	-	-	-	-	-	-	-	3
German	-	-	--	-	-	-	-	1
Total	0	0	0	0	0		0	88
Per Cent	.00	.00	.00	.00	.00		.00	
G.Total	0	0	0	0	1		1	249
Per Cent	.00	.00	.00	.00	.004		.004	

Tables IX and X prove clearly and conclusively that experience is important in determining the success of a teacher. In the grades 38% and in the high school 42% of the teachers fail during the first year and 77% and 94% respectively during the first four years. Boyce, in his study above referred to, ranks Experience twentieth or near the foot of his scale of qualities of merit in teachers, ranking General Appearance and Health alone below it. This seems to be a mistake made very frequently. The explanation for this erroneous conclusion is not far to seek. A teacher never fails on account of lack of experience but for the lack of one or more of the number of qualities that experience will inculcate or enhance. A teacher either starts in with the

qualities necessary for success, gets them soon thereafter, or falls by the wayside and is eliminated from the profession. If he makes due effort, the public is patient with the beginner and tolerates him for a year or two, although he is not giving satisfaction. A change of community also keeps him in the profession a little longer, but if in the course of a few years he has not improved sufficiently he is generally eliminated, as shown by the table above. Boyce's data also show the effect of experience from the positive side. His investigation shows that no teacher ranked first or second in merit, who had had less than three years of experience and in Ruediger and Strayer's study less than five years failed to put a teacher in the first or second class. Experience is evidently one of the most important elements in determining who will "make good" in the school room.

A striking fact revealed by above data is that the eighth and twentieth years of service prove Waterloos to about as many teachers as all the other years after the fourth combined. We shall not attempt an explanation.

Table XI.

Distribution of failures in the grades on the basis of training and grade.

WOMEN

Grade.	High School 1	2	3	4	G	Normal 1	2	3	4	G
I.	-	1	1	2	1		1	-	-	2
II.	-	-	1	6	1	3	2	-	-	4
III.	-	1	3	3	2		1	1	-	4
IV.	-	-	-	7	3		1	1	-	-
V.	-	-	1	3	1	4	4	-	1	1
VI.	-	-	-	4	1		-	-	-	1
VII.	-	-	-	2	-	2	3	-	1	1
VIII.	-	-	-	2	-	1	-	1	-	1
Ward P'l	-	-	-	-			-	-	-	
Total	0	2	6	29	9	10	12	3	2	14
	0	1.9	5.7	27.6	8.5	9.5	11.4	2.8	1.9	13.3

Table XI. Cont'd.

WOMEN

Grade.	College 1	2	3	4	5	G		University 1	2	3	4	5	G	Total
I.	- 1	-	-	- 1	-	-	---	-	-	-	-	-	-	10
II.	-	-	-	-	-	-	---	-	-	-	-	-	-	17
III.	- 1	-	-	-	-	-	---	-	-	-	-	--	-	16
IV.	- 1	-	-	-	-	-	---	-	-	-	-	-	1 -	14
V.	- 1	- 1	-	-	-	-	---	1-	1-	-	-	-	-	19
VI.	-	-	- 3	-	-	-	---	-	-	-	-	-	2 -	11
VII.	-	-	-	- 1	-	-	---	-	-	-	-	-	1 -	11
VIII.	-	-	-	-	-	-	---	-	-	-	-	-	1 -	6
Ward Prin.	-	-	-	-	-	-	---	-	-	-	-	-	-	0
Total.	4	1	3	2	0	0		1	1	0	0	0	5	104
Per Cent	3.8	.9	2.8	1.9	0	0		.9	.9	0	0	0	4.7	

MEN

Grade.	High School 1	2	3	4	G		Normal 1	2	3	4	G	
I.	-	-	-	-	-	---	-	-	-	-	-	-
II.	-	-	-	-	-	---	-	-	-	-	-	-
III.	-	-	-	-	-	---	-	-	-	-	-	-
IV.	-	-	-	-	-	---	-	-	-	-	-	-
V.	-	-	-	-	-	---	-	-	-	-	-	-
VI.	-	-	-	-	-	---	-	-	-	-	1	-
VII.	-	-	-	-	-	---	-	-	-	-	-	-
VIII.	-	-	-	-	-	---	-	-	1	- 1	- 2	-
Ward P'l	-	-	-	-	-	---	-	-	1	-	- 1	-
Total.									2	1	4	
Per Cent	-								14.3	7.1	28.5	
Gr'd T'l		2	6	29	9		10	12	5	3	18	
Per Cent		1.69	5.07	24.6	7.7		16.9	10.14	8.45	2.54	15.4	

MEN

Grade.	College 1	2	3	4	5	G		University 1	2	3	4	5	G	Total
I.	-	-	-	-	-	-	---	-	-	-	-	-	-	0
II.	-	-	-	-	-	-	---	-	-	-	-	-	-	0
III.	-	-	-	-	-	-	---	-	-	-	-	-	-	0
IV.	-	-	-	-	-	-	---	-	-	-	-	-	-	0
V.	-	-	-	-	-	-	---	-	-	-	-	-	-	0
VI.	-1	-	-	-	-	-	---	-	-	-	-	-	1 -	3
VII.	-	-	-	-	-	-	---	-	-	-	-	-	-	0
VIII.	-	-	-	- 1	-	-	---	-	-	-	-	-	-	5
Ward P.	-	-	-	-	-	2-	---	-	1	-	-	-	1 -	6
Total.	1			1		2			1				2	14
Per C't	7.1			7.1		14.3			7.1				14.3	
Gr'd T'l	5	1	3	3		2		1	2				7	118
Per C.	8.4	.84	2.54	2.54		1.69		.84	1.69				6.91	

Table XII.

Distribution of failures in high school on the basis of training and subject taught.

WOMEN

	HIGH SCHOOL					NORMAL					COLLEGE			UNIVERSITY						TOTAL.
Subject.	1	2	3	4	G	1	2	3	4	G	1	2	3	4	5	G	1	2	3	4	5	G	
Latin	-	-	-	-	--	-	-	-	-	--	-	-		-2-		-3--	-	-	-	-	-	-	5
English	-	-	-	-	--	-	-	-	-2	--	-1-			-1-	-1-	-7--	-	-	-1-	-1-		--	14
History	-	-	-	-	--	1-	1-	-1-		--	-	-		-3-	-	--	-	-	-	-	-2	-	8
Math.	-	-	-	-	--	-1-	-	-		--	-	-		-2-	1-	--	-	-	-1-	-1	-		6
Science	-	-	-	-	--	-	-	-1-		--	-	-		-1-	-	--	-	-	-1-	-	-		3
Man.Tr.	-	-	-	-	--	-	-	-	-	--	-	-		-	-	--	-	-	-	-	-	-	0
Dom.Sc.	-	-	-	-	--	-	-1-	1-		--	-	-		-	-	--	-	-	-	-	-	-	2
German	-	-	-	-	--	-	-	-	-	--	-	-		-1-	-	--	-	-	-	-	-	-	1
Total	0	0	0	0	0	1	2	1	3	2	0	1	0	10	2	10	0	0	0	3	1	3	39

MEN

Latin	-	-	-	-	--	-	-	-	-	--	-	-		-	-	-2--	-	-	-	-	-	-	2
English	-	-	-	-	--	-	-	-	-	--	-	-		-	-	-1--	-	-	-1-	-	1-		3
History	-	-	-	-	--	-1-	-	-		--	-	-		-	-	-1--	-	-	-	-	1-		3
Math.	-	-	-	-	--	-	-	-	-	--	-	-		-2-	-1-	--	-	-	-1-	-	2-		6
Science	-	-	-	-	--	-	-	-1-	1	--	-1-			-	-1-	--	-	-	-2-	-	1-		7
Man.Tr.	-	-	-2-		--	1-	-	-	-	--	-1-			-	-	-1--	-	-	-	-	-	-	5
Dom.Sc.	-	-	-	-	--	-	-	-	-	--	-	-		-	-	--	-	-	-	-	-	-	0
German	-	-	-	-	--	-	-	-	-	--	-	-		-	-	--	-	-	-	-	-	-	0
Total	0	0	0	0	2	0	1	1	0	1	1	0	2	0	2	1	6	0	0	0	4	0	5	26

Per Cent		7.69				3.84	3.84		3.84	3.84		7.69			7.69	3.84	23.07				15.38		19.20	
Gr'd T'l		2				2	3	1	4	3		3			12	3	16				7	1	8	65

Tables XI and XII seem to show that the failures were fairly well prepared, except the women in the grades, of whom nearly one-half had only attended high school. Of the men who failed in the grades none had less than Normal or College training. Of the failures in the high school only 25.64% of the women and 30.77% of the men had attended college less than four years. No definite conclusion in regard to the comparative importance of training in the success of teachers can be drawn from the above data, since we do not know how many succeeded with the same amount of preparation. But we are safe in saying that teachers fail, not on account of, but in spite of their scholarly attainments. The educational qualifications of a candidate are so easily ascertained that a careful selection of teachers should result in few, if any, failing on account of deficiency in training.

Although there is always a principal cause for the failure of teachers, there are generally several causes that assist in bringing about that result. As can be seen by referring to the questionnaire. Our correspondents were asked to mark the causes 1, 2, and so on, in the order of their importance. In the table below the failures are arranged according to the frequency with which each cause occurs as the dominant one.

Table XIII.
Causes of Failure.

Causes of Failure.	Chief Cause.	Contributory Cause.	Total
Weakness in discipline,	114	54	168
Lacked judgment,	45	86	131
Deficient in scholarship,	42	40	82
Poor methods,	41	79	120
Daily preparation insufficient,	23	51	74
Lacked industry,	19	28	47
Lacked sympathy,	17	45	62
Too nervous,	15	30	45
Deficient in social qualities,	15	27	42
Unprofessional attitudes,	14	28	42
Unattractive appearance,	12	29	41
Poor health,	12	13	25
Lacked culture and refinement,	11	28	39
Uninterested in work of teaching,	10	26	36
Too many outside interests,	10	23	33
Immoral,	10	1	11
Too frivolous,	9	17	26
Disloyalty,	9	16	25
Could not control temper,	7	23	30
Deceitful,	7	19	26
Untidy in dress,	7	14	21
Remained too long,	5	17	22
Too immature,	3	13	16
Wrong religious views for that community,	2	3	5
Attended places of questionable amusement,	1	8	9
Keeping company with high school boys,	1	0	1
Use of tobacco,	0	1	1

The total number of times all the causes are found as the principal one is greater than the number of failures reported. This is owing to the fact that in many of the reports all the causes were simply checked or marked 1. It was necessary, therefore, either to reject all of those causes or give all of them the same

rank. Both plans were tried, and since the results did not differ materially the latter was thought preferable. An important truth was indicated by these trials, namely, that the conclusions arrived at from the reports are independent of the number, so long as they are sufficiently numerous to justify drawing them.

According to table XIII weakness in discipline is the besetting sin of teachers and responsible for a largest per cent of failures. This conclusion is in accordance with the data given by Sherman Littler in a study in the failure of elementary teachers[1]. One correspondent makes a much stronger statement. He says:"I have kept track of the failure of teachers for years, and in my experience three-fourths of them is due to lack of discipline." While this statement may be a little too strong, yet it shows what importance supervisors attach to disciplinary power.

Cleda Virginia Moses in her report[2] on the causes of the failure of high school teachers gives first place in the scale of failures to poor instruction. The writer fails to see how personality can be divorced from disciplinary power. A strong personality is absolutely essential to a good disciplinarian. Including personality under disciplinary power in the study referred to, weakness in discipline would take first rank by a liberal margin, and by greater preponderance will it do so if lack of sympathy, nervousness, deficiency in social qualities, and deceitfulness, factors that greatly affect disciplinary power, are placed in the same category with it.

The same conclusion can be drawn from the data recorded by

[1] School and Home Education, March, 1914.

[2] School and Home Education, January,1914.

Ruediger and Strayer in an article[3] on the qualities of merit in elementary teachers. Attacking the problem on the positive side in their investigations, they place disciplinary power first among the qualities of merit in a teacher.

Lack of judgment comes second in the present study, both as the chief and as a contributory cause. It enters so largely as a factor into so many other pedagogical sins that the number of cases reported under its head is not a true index of its prevalence among teachers. Unprofessional attitudes, unattractiveness in appearance, lack of culture and refinement, too many outside interests, frivolity, disloyalty, immorality, lack of control of temper, untidiness in dress, remaining too long in the same community, attending places of questionable amusement, keeping company with high school boys, and use of tobacco may all be attributed to lack of judgment and consequently grouped under that head.

Poor methods could be included under lack of scholarship, since they are due to a great extent to ignorance of pedagogical and psychological principles. Want of industry, insufficient daily preparation, and uninterestedness in the work of teaching may also be combined under the last mentioned.

Arranging the causes of failure in accordance with the above grouping, the following order results:

[3]Journal of Educational Psychology, May, 1910.

1. Weakness in discipline.

2. Lack of judgment.

3. Deficiency in scholarship.

4. Lack of interest in work of teaching.

5. Poor health.

6. Want of maturity.

7. Wrong religious views (for that community).

Classifying the causes of failure with reference to the sex of the failures we have the following tables:

Table XIV.

Causes of Failure - Men.

Causes of Failure.	Chief Cause	Per Cent	Cont. Cause	Per Cent	Total	Per Cent
1. Weak in discipline,	27	22.5	43	21.93	70	22.15
2. Lacked judgment,	14	11.66	22	11.22	36	11.39
3. Deficient in scholarship,	13	10.83	11	5.61	24	7.59
4. Poor methods,	11	9.01	11	5.61	22	6.96
5. Insufficient daily preparation,	6	5.	14	7.14	20	6.33
6. Lacked industry,	5	4.16	8	4.08	13	4.11
7. Deficient in social qualities,	5	4.16	6	3.06	11	3.48
8. Disloyalty,	5	4.16	5	2.55	10	3.16
9. Lacked sympathy,	4	3.33	10	5.10	14	4.42
10. Could not control temper,	4	3.33	8	4.08	12	3.79
11. Lacked culture and refinement,	3	2.5	8	4.08	11	3.48
12. Unprofessional attitudes,	3	2.5	6	3.06	9	2.85
13. Uninterested in the work of teaching,	3	2.5	5	2.55	8	2.54
14. Untidy in dress,	3	2.5	4	2.04	7	2.22
15. Immoral,	3	2.5	1	.51	4	1.26
16. Deceitful,	2	1.66	5	2.55	7	2.22

Table XIV. Cont'd.

Causes of Failure.	Chief Cause	Per Cent	Cont. Cause	Per Cent	Total	Per Cent
17. Unattractive in appearance,	2	1.66	3	1.53	5	1.77
18. Had too many outside interests,-	2	1.66	2	1.02	4	1.26
19. Wrong religious views (for that community) - -	2	1.66	2	1.02	4	1.26
20. Too frivolous, - - - - - -	1	.83	6	3.06	7	2.22
21. Too nervous, - - - - - - -	1	.83	4	2.04	5	1.77
22. Attended places of questionable amusement, - - -	1	.83	2	1.02	3	.95
23. Too immature,- - - - - - -	0	.00	5	2.55	5	1.77
24. Remained too long in the same community,- -	0	.00	3	1.53	3	.95
25. Use of tobacco, - - - - -- -	0	.00	1	.51	1	.32
26. Poor health, - - - - - - - - -	0	.00	1	.51	1	.32

Table XV.

Causes of Failure - Women.

Causes of Failure.	Chief Cause	Per Cent	Cont. Cause	Per Cent	Total	Per Cent
1. Weakness in discipline,-	76	22.68	43	11.14	119	15.12
2. Lacked judgment, - - - -	32	9.55	65	16.84	97	12.32
3. Poor methods, - - - - - --	30	8.95	62	15.54	92	11.69
4. Deficient in scholarship,	28	8.35	29	7.51	57	7.24
5. Insufficient daily preparation,	22	6.56	32	8.29	54	6.86
6. Lacked industry, - - - -	16	4.77	19	4.92	35	4.44
7. Lacked sympathy, - - - -	13	3.88	35	9,08	48	6.10
8. Too nervous, - - - - - -	12	3.58	24	6.21	36	3.15
9. Unprofessional attitudes,	11	3.28	20	5.18	31	3.93
10. Uninterested in work of teaching,	10	2.98	21	2.85	31	3.93
11. Poor health, - - - - - -	10	2.98	15	2.88	25	3.15
12. Had too many outside interests,	9	2.68	21	2.85	30	3.78

Table XV. Cont'd.

	Causes of Failure.	Chief Cause	Per Cent	Cont. Cause	Per Cent	Total	Per Cent
13.	Too frivolous,	9	2.68	10	2.59	19	2.41
14.	Unattractive in appearance,	8	2.38	30	7.77	38	4.82
15.	Deficient in social qualities,	8	2.38	29	7.51	37	4.70
16.	Disloyalty,	8	2.38	14	3.62	22	2.79
17.	Lacked culture and refinement,	7	2.08	21	5.44	28	3.55
18.	Immoral,	7	2.08	0	.00	7	.89
19.	Deceitful,	6	1.79	13	3.36	19	2.41
20.	Could not control temper,	4	1.19	13	3.36	17	2.16
21.	Remained too long in the same community,	3	.89	11	2.85	14	1.77
22.	Too immature,	3	.89	5	1.30	8	1.01
23.	Untidy in dress,	2	.59	11	2.85	13	1.65
24.	Attended places of questionable amusement,	1	.30	7	1.81	8	1.01
25.	Wrong religious views (for that community),	0	.00	2	.51	2	.25

A comparison of tables XIV and XV will reveal a striking correspondence.

The chief causes of failure appear in about the same order in the two tables. It is noticeable, however, that nervousness and poor health are more prevalent among the women than among the men teachers. A few minor differences may also be observed.

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